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ABSTRACT

The Tangipahoa Parish Migrant Education Program measures individual skill deficiencies with activities intended to reinforce and help students master or complete a particular skill. Designed to teach students to assume responsibility for the next step of achievement, skill activities and supplementary teacher materials are leveled, color coded, and correlated to the computer software, Louisiana Criterion-Referenced Test, Minimum Standard, the National Migrant Skills List, and the parish basal to enhance learning and facilitate implementation of the parish basic skills program. This booklet provides recommendations and guidelines to direct the staff by eliminating lost time searching for materials, differentiating assignments, and establishing a structured, individualized instructional program. The booklet briefly discusses the curriculum guide, use of the activity code, methods for skill mastery implementation, the check-out system, the computer-based instructions and management system, the importance of computer-based instructions, computer-assisted instruction and computer-managed instruction, the computer program, how to make assignments, classroom reporting within the management system, the resource materials, career awareness, the career awareness test and activities, computer instruction in career awareness, the self-awareness inventory, methods of instruction, support services, and methods of service. Samples of the individualized reading and math forms, request form, lesson plan, and check-out form are included. (NQA)

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Migrant Education

TANGIPAHOA PARISH

1982

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TANGIPAHOA PARISH

MIGRANT EDUCATION 1982 - 1983 PROGRAM

Guidelines for Implementation

Superintendent Sam Pigno

Written by: Billie J. Pietri
Coordinator of Migrant
Education

MIGRANT EDUCATION SUMMARY REPORT

Since Migrant children are educationally disadvantaged the Tangipahoa Parish Migrant Education program has been designed to measure individual skill deficiencies with activities designed to reinforce and help students master or complete a particular skill. Skill activities and supplementary teacher materials are designed to teach students to assume responsibility for the next step of achievement.

All materials at the Migrant Resource Center are leveled, color coded, and correlated to the computer software, Louisiana CRT, Minimum Standard, National Skills List, and the Parish Basal to enhance learning and facilitate implementation of the Parish Basic Skills Program.

Through a prescriptive approach an innovative teaching method, such as, computer based instruction, students will be constantly challenged and motivated. Not only does the computer significantly increase skill performance, it also includes automatic record keeping and student management.

Migrant students are also provided with a Career Awareness Program to help them become acquainted with opportunities as they exist in the school, community, institutions of higher learning, and in the world of work.

We strive to accomplish goals through improved methods to enhance learning for migrant students and motivate a feeling of self-responsibility for their own education.

During the second semester the resource center will be opened to all teachers in the parish in order for them to utilize our patterns of games, activities, etc. The center will be open the first and third Wednesday of each month from 3:00 P.M. until 5:00 P.M. for teachers.

We are also initiating a model teaching program in the area of individualized prescriptive teaching. Students are stimulated to become more responsible for their own progress and achievement. Through the use of positive reinforcement, such as Math computation on the computer, an incorrect answer will get immediate response. The students cannot progress until the problem is solved. The computer will give assignment and make referrals to the teacher and assign other supplementary materials to use for a particular skill.

FOREWARD

An effective school program must reflect the needs and resources of the students, school and community. Therefore, careful planning should precede implementation. These recommendations and guidelines direct the staff by eliminating lost time searching for materials, differentiating assignments and establishing a structured, individualized instructional program.

In order to facilitate our program and strengthen our curriculum, we have correlated activities and materials to the Louisiana Criterion-Reference Test.

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TABLE OF CONTENTS

Introduction 3
Implementation 4
Curriculum Guide 4
Activities 5
Use of the Activity Code 5
Migrant Activity Center Code 7
Individualized Reading Record Form 8-11
Individualized Math Record Form. . 12-15
Methods for Skill Mastery Implementation 16
Sample Request Form 17
Sample Lesson Plan 18
Check Out System 19
Sample Check Out Form 19
Introduction to Computer-Based Instructions and Management System 20
Importance of Computer-Based Instructions 20
Computer-Assisted Instruction & Computer-Managed Instruction 21
Guidelines to Computer-Based Instructions 22
Implementation of the Tangipahoa Parish Migrant Education Program 23
The Computer Program 24
Making Assignments 25
Classroom Reporting within the Management System 26
Resource Materials 27
Career Awareness 28
Computer Instruction in Career Awareness 29
Career Awareness Test 29
Self-Awareness Inventory Project 143 29
Methods of Instruction 30
Sample Lesson Plan 31
Career Awareness - Activities 32
Support Services 32
Methods of Service 33
Special Method of Service 33
Conclusion 34

INTRODUCTION

The 1982-83 Migrant Program plan will encompass a non-graded, structured instructional and management system designed to the objectives of the National Migrant Skills Guide and the Louisiana Criterion-Reference Test.

The Louisiana Migrant Criterion-Reference Test will be used as a diagnostic tool to identify specific strengths and weaknesses for each student. The test is administered twice a year. If the test has not been administered to a student during the regular term, it will be administered at the beginning of summer school and used as a diagnostic tool.

Since an updated skills list maintained throughout the year by the regular Migrant teacher will be in the student folder, skills mastered and skills under study may be used with test information as a starting point for teaching skills by the Migrant teacher. In order to achieve a more accurate diagnosis of skills mastered and skill weaknesses, a computer management system will survey the student and print a statistical report to the teacher.

Through teaching, reteaching, and stressing mastery of skills, we will try to achieve an awareness of accomplishment and success for every Migrant student attending school.

Each student needs to feel a responsibility to himself/herself for their own education. We must confirm the fact that a student can succeed through reinforcement, using achievement as a tool for self-motivation and continued success. We must motivate the student to take the responsibility for his or her own education and try to instill the idea of self-preservation, of pride, of hope, and most importantly, strive to reinforce the feeling of self-worth in each child.

IMPLEMENTATION

Strategies and actions to accomplish program objectives.

Program Objectives- By the end of the project period, 50% of the participants will show a gain of 6 months in reading and math skills as measured by appropriate levels of the Migrant Criterion-Referenced Test; 25% of the participants will show a gain of 4 months in reading and math skills; and 25% will show 2 months gain in the reading and math skills.

Long Range Goals- To master skills through individualized instruction and reenforcing the basal through the use of supplementary materials using a prescriptive approach.

CURRICULUM GUIDE

Skills are designed to teach students to assume responsibility for the next step in achieving mastery, such as the skills list and the computer research statistical report.

1. Identify needs and develop goals with the student, based on developmental stages, such as mastery.
2. Goal strategies that involve the student in developing interest in the present and future lessons through doing and achieving.
3. Building on an individual basis of mastery and progress to the next step.
4. Using motivational activities, such as the computer - games, art, etc.
5. Oral participation - a student that may have difficulty reading may retain information through listening.
6. Determine the level of teaching effectiveness on individual students through periodic observation and consultation.

ACTIVITIES

The Louisiana Criterion-Reference Test provides a tool that measures individual skill deficiencies, defines the number of students mastering certain skills and shows the percentage of students in each grade level needing assistance.

This diagnostic tool has been used to develop activities and games to reinforce and teach these skills. All teaching aides are housed in a central location to be utilized by the migrant teacher.

The main focus is to reinforce skills that have been diagnosed as deficient by the Louisiana Migrant Criterion-Reference Test.

USE OF THE ACTIVITY CODE

The computer-based program and all of the materials (activities, games, kits, books, films, etc.) are organized in the Migrant Resource Center according to the Skill Code Numbers in the National Migrant Skills Guide. All materials are correlated according to the skills defined in the Louisiana Criterion-Reference Test.

The Tangipahoa Parish Media Center films and the Parish Adoption Series-Reading and Math-will be correlated with the Louisiana Criterion-Reference Test.

Following are samples of how Migrant Education uses their Louisiana Criterion-Reference Test skills and National Migrant skills code numbers.

Samples:

Math Skill No. 09101-A

(page 12- National Migrant Education Math Skills Guide)

Game No. MG09101-A

Activity No. MA09101-A

Kit No. MK09101-A

Reading Skill No. 38001

(page 12- National Migrant Education Reading Skills Guide)

Game No. RG38001

Activity No. RA38001

Kit No. RK38001

All numbers correlate to the National Migrant Skills List.

MIGRANT ACTIVITY CENTER CODE

All materials in the resource center are based on the Louisiana Criterion-Reference Test. All code numbers used to identify specific skills on the La. Criterion-Reference Test are based on the National Migrant Education Skills Guide Code Numbers.

Levels of learning are identified by color codes set up by the Migrant Resource Center.

Kindergarten	- Level K	- Red
First	- Level A	- Pink
Second	- Level B	- Yellow
Third	- Level C	- Orange
Fourth	- Level D	- Blue
Fifth	- Level E	- Green
Sixth	- Level F	- Brown
Seventh	- Level G	- White
Eighth	- Level H	- Gray

All materials available for specific skills are recorded by levels on color coded index cards. Each teacher is given an individualized Reading and Math Record Form for each migrant child taken from the La. Criterion-Reference Test. Deficient skills can be identified on these record forms. This helps the teacher keep a record of skills introduced and mastered. The teacher orders the skills from the resource center by number and color code.

Example:

Skill Code No.	Index Card & Color	Available Materials
80001	RD27 Orange	Activities- RA80001 Dolphin- R338 Games- RG80001
07901-C	M58 Yellow	Activities- MA07901-C Games- MG07901-C Mathematics Minimum Skills- 3A- 52,53

TANGIPAHOA PARISH MIGRANT EDUCATION
INDIVIDUAL READING RECORD FORM

Student _____ School _____
Grade _____ Year _____ Grade _____ Year _____
Grade _____ Year _____ Grade _____ Year _____

Date Introduced (I) Date Mastered (M)

Level A (Pink)

	Skill #	Description	I	M
	140	Beginning single consonants		
	160	Ending single consonants		
	260	Single long vowels		
	240	Single short vowels		
	140	Beginning single consonant substitutions		
	160	Ending single consonant substitutions		
	06006	Rhyming words		
	02001	Color words		
	12004	Context clues		
Math	01301	Shape words		
	82001	Synonyms		
	82003	Antonyms		
	82002	Homonyms		
	50001 50003	Word classification		
	48002	Details from sentences		
	46001	Main idea of pictures		
	52005	Making predictions from pictures		
Math	72002	Days of the week		
	460	Main idea of reading passage		
	52001	Sequence of events of pictures		
	12001	Drawing conclusions from reading passages		
	38001	Compound words		
	36001	Root words		
	22001	Plural forms		
	10002	Alphabetical sequence		

Level B (Yellow)

Skill #	Description	I	M
200	Beginning two letter consonant blends		
180	Beginning consonant digraphs		
180	Ending consonant digraphs		
300	Vowel diphthongs		
140 160	Variant consonant sounds (c, g, s)		
12004	Context clues		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
48002	Details of reading passages		
54002	Drawing conclusions from reading passages		
58001	Making inferences from reading passages		
58002	Main idea of reading passage		
62001	Cause-effect relationship of reading passages		
38001	Compound words		
36001	Root words and endings (spelling changes)		
340	Number of syllables (1-2 syllable words)		
450	Nouns		
451	Verbs		
452	Capitalization		
700	Punctuation		
92001-1	Alphabetical order		
92001-5	Table of contents		

Level C (Orange)

Skill #	Description	I	M
200	Beginning three letter consonant blends		
140	Silent consonants- w,l,h,t,b		
18007	Irregular spelling patterns- ph		
18010	gh		
22009	tion		
280	R-controlled vowels		
303	Schwa sound of vowels		
12004	Context clues		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
80001	Pronoun referent		
58002	Main idea of reading passage		
48002	Details from reading passage		
62002	Cause-effect relationship of reading passages		
52005 52004	Sequence of events of reading passages		
420	Prefix meanings		
230	Plural forms (irregular)		
40001	Contractions (formed with have, will)		
34001	Number of syllables (3-4 syllable words)		
450	Proper nouns		
80001	Pronouns		
70004	Commas		
440	Comparisons (er, est, spelling changes)		
92001-1	Alphabetical order		

Level D (Blue)

Skill #	Description	I	M
140 160	Recognizes variant consonant sounds		
280 300	Recognizes variant vowel sounds		
303	Schwa sounds of vowels		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
78002	Multiple meanings of words		
46001	Main idea		
52005	Sequence of events		
54002	Drawing conclusions		
46002	Topic sentences		
56003	Following written directions		
48002	Details from reading passage		
42000	Prefix meanings		
44000	Suffix meanings		
34001	Syllabic division		
453	Subject		
454	Predicate		
70005	Punctuation		
455	Sentence from phrase		
92001-1	Alphabetical order		
92001	Table of contents		
90008	Maps		
92001	Book index		

TANGIPAHOA PARISH MIGRANT EDUCATION
INDIVIDUAL READING RECORD FORM

Student _____ School _____
Grade _____ Year _____ Grade _____ Year _____
Grade _____ Year _____ Grade _____ Year _____

Date Introduced (I) Date Mastered (M)

Level E (Green)

Skill #	Description	I	M
84001	Context clues		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
78001	Heteronyms		
84001	Multiple meanings		
48002	Details from reading passages		
64003	Traits of characters		
46001	Main idea		
52004	Sequence of events		
68001	Drawing conclusions		
54001	Making inferences		
62002	Cause-effect relationships		
46002	Topic sentences		
56003	Following written directions		
420	Prefix meanings		
440	Suffix meanings		
40001	Contractions		
34001	Syllabic division		
456	Subject-verb agreement		
92001	Alphabetical order		
92001	Dictionary		
Math 60600	Line graph		
92001	Encyclopedia		
92004	Card catalog		

Level F (Brown)

Skill #	Description	I	M
84001	Context clues		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
84001	Multiple meanings of words		
457	Abbreviations		
60003	Analogies		
72001	Facts from fiction		
06001	Making inferences from reading passages		
420	Prefix meanings		
440	Suffix meanings		
34001	Syllabic division		
456	Subject-verb agreements		
451	Troublesome/irregular verbs		
458	Adverbs		
459	Adjective from adverb		
301	Negative		
70004	Punctuation		
452	Capitalization		
66002	Idioms		
571	Paragraph characteristics		
92001	Subject index		
92001	Dictionary		
92004	Reference sources		
94002	Outline		

Level G (White)

Skill #	Description	I	M
06001	Making inferences from reading passages		
62002	Cause-effect relationship of reading passages		
50002	Topic sentences of reading passages		
60002	Interpretation of reading selections		
570	Moods of reading passages		
60002	Interpretation of poetry selections		
572	Fact from opinion		
46001	Types of reading passages		
66003	Simile		
66003	Metaphor		
690	Personification		
80001	Pronouns		
451	Verb tenses		
456	Subject-verb agreement		
573	Sentence types		
459	Adjective degrees		
574	Transition words		
575	Sentence construction		
430	Object of preposition		
452	Capitalization		
571	Paragraph characteristics		
950	Categorization		
92004	Card catalog		
92001	Dictionary		

Level H (Gray)

Skill #	Description	I	M
302	Silent letters		
303	Schwa sounds		
840	Context clues		
82001	Synonyms		
82003	Antonyms		
82002	Homonyms		
48002	Details from reading passages		
46001	Main idea of reading passages		
52005	Sequence of events of reading passages		
54002	Drawing conclusions		
06001	Making inferences		
62001	Cause-effect relationships		
72001	Fact from opinion		
560	Following written directions		
420	Prefix meanings		
440	Suffix meanings		
340	Syllabic divisions		
80001	Pronouns		
220	Possessive forms (plural)		
700	Punctuation		
456	Subject-verb agreement		
220	Plurals		
92001	Dictionary		
92001-3	Guide words		
90006	Maps		

TANGIPAHOA PARISH MIGRANT EDUCATION
INDIVIDUAL MATH RECORD FORM

Student _____ School _____
Grade _____ Year _____ Grade _____ Year _____
Grade _____ Year _____ Grade _____ Year _____

Date Introduced (I) Date Mastered (M)

Level A (Pink)

Skill #	Description	I	M
07001-B	Numerals 1 - 10		
07002-B	Numerals 1 - 99		
07901-C	Numerals 100 - 199		
07901-B	Missing element in sequence 0 - 19		
08801	Missing element in sequence 20 - 100		
23101	Skip counts by 5's and 10's to 100		
07901	Numerals before or after 0 - 99		
66001	Equal sets		
04001-B	Linear-longest, shortest, tallest, widest		
05201-B	Basic shapes-circle, square, triangle		
62401-B	Set with numerals 0 - 9		
07901	Set with numerals 10 - 19		
07301	Compare sets using more than, less than		
11801	Add two 1-digit numerals, facts to 9, horizontal or vertical		
15301	Subtract two 1-digit numerals, facts to 9, horizontal or vertical		
52201-A	Time-clock, hour		
53702-A	Money-pennies, nickels, dimes, quarters		
21901-C	Problem solving using basic subtraction facts		
21601-C	Problem solving using basic addition facts		

Level B (Yellow)

Skill #	Description	I	M
07002-B	Numerals 200 - 999		
11802	Add 3 1-digit numerals (sums ≤ 18)		
12102	Add 2 2-digit numerals (no renaming)		
12705	Add 3 2-digit numerals (no renaming)		
12104	Add 2 3-digit numerals (no renaming)		
15302	Subt. (2-digit - 1-digit) (no renaming)		
15303	Subt. (2-digits - 2-digits) (no renaming)		
15304	Subt. (3-digits - 2-digits) (no renaming)		
53701-A	Dime, quarter, ½ dollar, dollar		
54901-B	Coins: value of combinations		
53401	Pint, qt., ½ gallon, gallon		
52501-A	Fahrenheit scale, units to 5°		
05201-B	Circles, square, triangle, rectangle		
08202-B	Place value to 2 digits		
08203-B	Place value to 3 digits		
52202-A	Clock: five minutes		
51601	Months, days, weeks		
10002	Commutative property of add.		
53500	English: dozens		
24904	Fractions: ½, ⅓, ¼		
09101-A	Odd numerals 20 - 99		
09101-A	Even numerals 20 - 99		
70000	Roman numerals, I, V, X		
21601-C	Add. story problems (2-digits)		
21901-C	Subt. story problems (2-digits)		

Level C (Orange)

Skill #	Description	I	M
07002-B	Numerals 1,000 - 9,999		
07901-C	Missing element in sequence 1,000 - 9,999		
08204-B	Place value to 4 digits		
12405	Add 2 4-digit numerals (renaming)		
12703	Add 3 4-digit numerals (renaming)		
15601	Subt. (2-digits - 2-digits) (renaming)		
15602	Subt. (3-digits - 3-digits) (renaming)		
15608	Subt. (4-digits - 4-digits) (renaming)		
18001	Multiply 2 1-digit numerals		
18301	Mult. (2-digits x 1-digit) (no renaming)		
21001	Divide (2-digits ÷ 1-digit) (no remainder)		
21006	Divide (3-digits ÷ 1-digit) (no remainder, 0 in unit's place)		
07902	Rounding 2-digit numerals		
24904	Fractions: 1/6, 1/8, 1/10, 1/12		
17702	Assoc. prop. of mult.		
70000	Roman numerals I,V,X		
52203	Clock-minute-calculating time		
52202-A	A.M. and P.M.		
54601	Coins - converting		
59401	Circle- center, radius, diameter, point inside		
45001	English: ounces, pounds		
45001	English:inches, feet, yards		
21601-C	Simple addition story problem (renaming) (2 2-digit no.)		
21901-C	Simple subt. story problem (renaming) (2 2-digit no.)		

Level D (Blue)

Skill #	Description	I	M
07002-B	Numerals 10,000-999,999		
07901-C	Missing element in sequence 1,000 - 9,999		
08205-B	Place value to 5 digits		
24904	Fractions: 1/6, 1/8, 1/10, 1/12		
07302	Applying math symbols(>,<,x, ÷)		
70000	Roman numerals		
12703	Add 3 4-digit numerals (renaming)		
15602	Subt. (3-digits - 3-digits) renaming		
18001	Multiply two 1-digit numerals		
21301	Divide (2-digits ÷ 1-digit) (remainder)		
21306	Divide (3-digits ÷ 1-digit) (remainder,0 in unit's place)		
21307	Divide (3-digits ÷ 1-digit) (remainder)		
12703	Add whole numbers, ragged column		
90000	Pictograph		
56101-A	Parallel lines, perpendicular, ray, segment		
46802	Perimeter		
54601	Dollars and coins-converting		
45601	Metric prefixes		
45001-A	English:feet, yards, miles		
45601	Metric:millimeters, decimeters, meters, centimeters,kilometers		
53401	English:ounces, cups,pints, quarts,gallons		
53402	Metric: liters,milliliters, kiloliters		
45001	English:ounces,pounds,tons		
53104	Metric: milligrams, centigrams, grams, kilograms		

TANGIPAHOA PARISH MIGRANT EDUCATION
INDIVIDUAL MATH RECORD FORM

Student _____ School _____
Grade _____ Year _____ Grade _____ Year _____
Grade _____ Year _____ Grade _____ Year _____

Date Introduced (I) Date Mastered (M)

Level E (Green)

Skill #	Description	I	M
07002-B	Numbers(1,000,000-999,999,999)		
08205-B	Place value to 9 digits		
07901-C	Missing elements in sequence 10,000-999,999		
70000	Roman numerals		
35701	Equivalent decimals		
12703	Addition of whole numbers		
15608	Subtraction of whole numbers		
18606	Mult. (3-digits x 3-digits)		
18608	Mult. (4-digits x 2-digits)		
21301	Divide (4-digits÷1-digit)		
21303	Divide (3-digits÷2-digits)		
80000	Averages		
27602	Add 2 fractions w/like denom.		
27607	Add 2 mixed no. w/like denom.		
28801	Subt. 2 fractions w/like denom.		
28806	Subt. mixed no. w/like denom.		
36901	Addition of decimals-tenths		
37501	Add. of decimals-hundredths		
38701	Subt. of decimals-tenths		
38702	Subt. of decimals-hundredths		
47701-A	Area by counting of region		
45602	Metric-prefixes		
53104	Metric-milligrams, grams, kilograms		
23401	Problem solving, addition & multiplication combined		
23401	Problem solving, addition & subtraction combined		

Level F (Brown)

Skill #	Description	I	M
07901-C	Missing elements in sequence 10,000-999,999		
08205-B	Numbers(1,000,000-999,999,999)		
07903	Rounding 3-digit numerals		
12703	Add whole no.-ragged column		
15608	Subt. (4-digits - 4-digits) (renaming)		
18604	Mult. (3-digits x 2-digits)		
21303	Divide (4-digits÷2-digits) (remainder)		
26401-A	Equivalent fractions		
28202	Add 2 fractions w/unlike denom.		
28801	Subt. fractions w/like denom.		
30903	Multiply fractions by fractions		
31201	Multiply fractions by whole no.		
36005	Fractions and equivalent decimals		
35701	Decimal comparison		
37501	Add decimals-thousandths		
38703	Subt. decimals-thousandths		
52801-A	Thermometer scale to 2 degrees		
45001-A	English: inches,feet,yards		
53104	Metric: milligrams, grams, kilograms		
45601	Metric: centimeters,meters		
53402	Metric: milliliters, liters, kiloliters		
56101-B	Parallel lines, perpendicular, ray, segment		
48002 & 48901	Area: rectangle, right triangle		

Level G (White)

Skill #	Description	I	M
12703	Add whole no.-ragged column		
18606	Multiply whole numbers		
39603	Multiply a whole number by a decimal		
21303	Divide whole numbers		
26701-B	Least common multiple		
27002	Greatest common factor		
39604	Mult. decimals by thousandths		
35401	Rounding decimals to thousandths		
42302	Decimals and equivalent %		
35701	Equivalent decimals		
26401-B	Fractions-lowest terms		
26402-B	Change improper fractions to mixed numerals		
28802	Subt. fractions from whole numbers		
28208	Add 2 mixed no.-unlike denom.		
29407	Subt. mixed no.-unlike denom.		
31803	Divide whole no. by fractions		
32402	Divide a fraction by a whole number		
42903	Fractions and equivalent percents		
25803	Order, fractions		
01301	Similar triangles		
58801-B	Angles- acute, obtuse, right, straight		
59702	Triangles-scalene, isoceles, equilateral, right		
59103	Congruent angles & polygons		
23401-C	Mult. & division combined		

Level H (Gray)

Skill #	Description	I	M
08503	Rename Numerals in Expanded Notation/Word Numerals		
08504	Rename Numerals in Exponential Notation		
08205-A	Place Value thru 10,000		
07903	Rounding no. thru thousands		
127 & 156	Add & subtract whole numbers		
186	Multiply whole numbers		
213	Divide whole numbers		
267 & 270	Identify LCM and GCF for 2 or more numbers		
24902	Identify common fractional equivalents		
27602	Add fractions-like denom.		
28801	Subtract fractions-like denom.		
31201	Multiply a fraction by a fraction		
32401	Divide whole no. by fraction/ fraction by whole no.		
35403	Identify terminating and repeating decimals		
37501	Add decimals		
38703	Subtract decimals		
39604	Multiply decimals		
39906	Divide decimals		
445	Percent-Interest,discount, taxes & commission		
60601-A	Graphs-bar and line		
58801-A	Identify angles-degree measure		
46802	Perimeter-polygons		
51303	Volume of rectangular solids		
26404	Ratio/proportion		
45902	Equivalence in metric measures		

METHODS FOR SKILL MASTERY IMPLEMENTATION

1. A Resource Area is available with coded materials correlated to skills that may be utilized by the teacher.
2. Teachers will fill out request and check out forms for materials needed in reading and math. Aides will fill orders for the teachers. See the sample request and check out forms.
3. A Resource Center has been established at Annie Eastman Special Services Center, Hanson Avenue, Hammond, La. to assist Tangipahoa Parish teachers by appointment.
4. Lesson plans are required by Tangipahoa Parish as a method of documentation.

All materials in the center correlate with the Louisiana Criterion-Reference Test to enhance learning and facilitate implementation of the Parish Basic Skills Program.

Teachers have access to the teaching materials at the Center and receive assistance from an elementary teacher assigned to the Center.

TEACHER REQUEST FORM

TEACHER _____ DATE _____

SCHOOL _____ DATE NEEDED _____

☑ Indicates materials needed

Subject	Code #	Index Card No. and Color	Activity	Game	Kit	Book	Film	Record	Other

NOTE: If other please explain.

If activity, please indicate the number needed.

LESSON PLAN

TANGIPAHOA PARISH MIGRANT EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM

From __/__/__ To __/__/__

Student _____ Grade _____ Subject _____

School _____ Teacher _____

DATE INTRODUCED	DAY	SKILL CODE	INDEX & COLOR CODE	OBJECTIVE The Student Will Be Able To. . .	EVALUATION CRITERIA 1. Performance Level 2. Measurement Instrument	COMMENTS/DATE ACHIEVED

Performance Levels: A-1st, B-2nd, C-3rd, D-4th, E-5th, F-6th, G-7th, H-8th

41

42

CHECK OUT SYSTEM

Request forms and check out system is used to enable each teacher to use the Resource Center without problems. Aides have been trained to handle all requests.

CHECK OUT FORM

Teacher _____

School _____

MATERIALS	CHECK OUT DATE	DATE RETURNED

NOTE: Please make a duplicate copy.
Teacher receive the copy.

INTRODUCTION TO COMPUTER-BASED INSTRUCTIONS AND MANAGEMENT SYSTEM

An effective educational program must reflect the needs and resources of the students. These students will be constantly challenged and motivated by a learning system that is innovative and fun---the computer. Not only does the computer significantly increase skill performance, it also includes automatic record keeping and student management.

The computer program is designed to diagnose weaknesses,, reinforce and motivate the student, help the student to master skills and provide the students with practice and review.

The management aspect helps in planning and monitoring the instructional process. It provides a full array of written reports that reduces paperwork and is useful in keeping parents informed and involved in student progress.

IMPORTANCE OF COMPUTER-BASED INSTRUCTIONS

1. Identify the Skills Needed - A computer can diagnose a student's skill needs. It will readily identify problem areas for each student and automatically assign those skills which need further development.

2. Reinforcement and Motivation - By using the computer, the student will be able to work and learn at his own pace. The drills and practice work provide constant reinforcement. The student is also motivated while adapting to his individual needs.

3. Mastery of Skills - This program will promote step-by-step mastery of well-defined skills. A student must demonstrate mastery of each skill before proceeding to the next one.

4. Teacher Assistance - Teacher direction is the key to the success of computer-based instruction. No computer program will ever replace the invaluable teacher-student relationship.

This program will provide both
managed instruction for a faster, su

CAI - In this course most of the instruction is presented through the terminal.

CAI:

1. provides an individualized program of study.
2. gives immediate feedback and positive reinforcement.
3. promotes step-by-step mastery of well-defined skills.
4. gives more time to work with individuals--frees the teacher from some tasks and enables him to give more personal help to students who need it most.

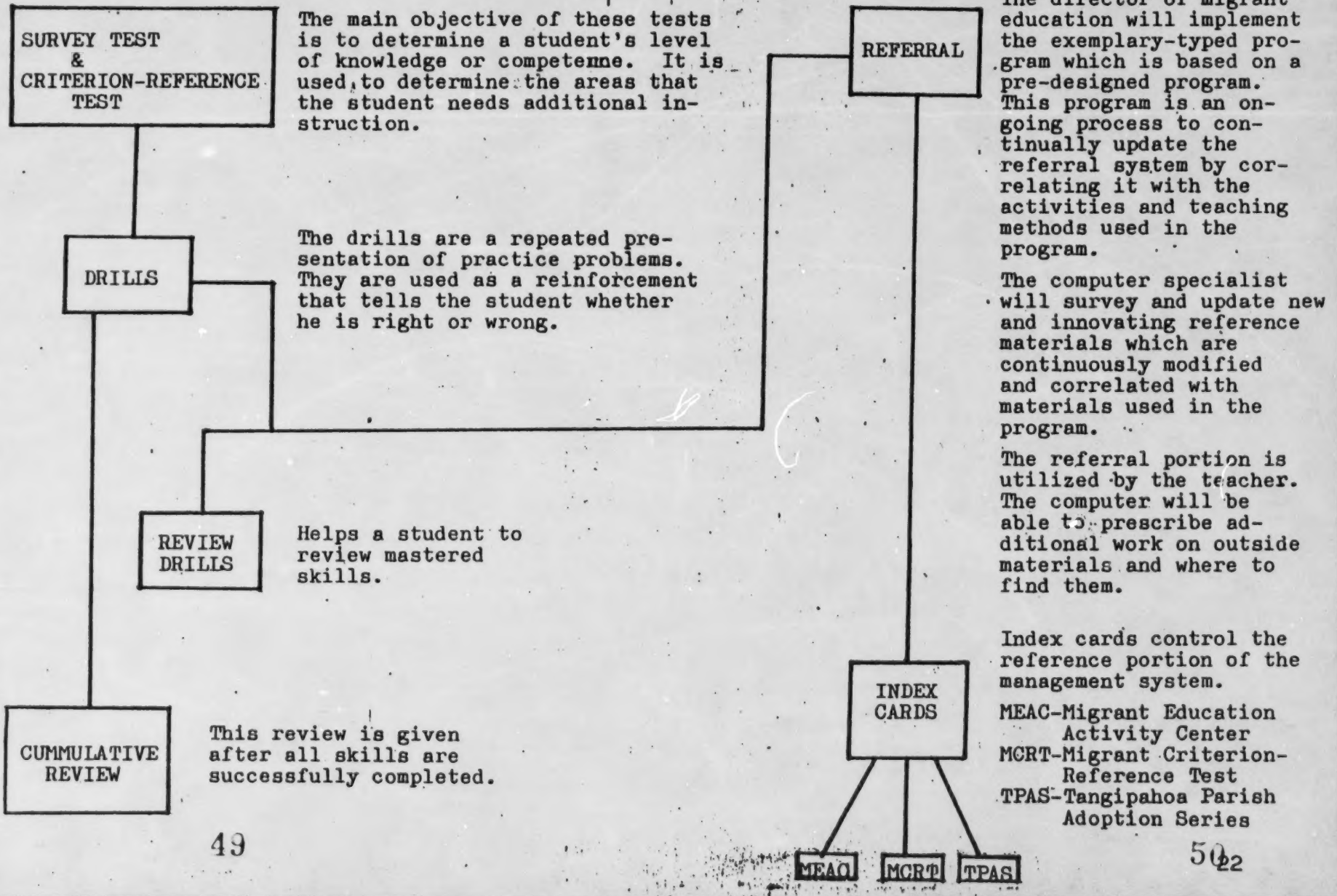
omputer-assisted instruction and computer-
er route to skills mastery.

CMI - A course in which most of the instruction is presented off-terminal. The terminal is used primarily for giving direction to the student, measuring student performance and recordkeeping.

CMI:

1. maintains comprehensive records and gives the teacher immediate access to student performance data.
2. monitors individual progress and provides the teacher with information on each student's progress.
3. diagnoses strengths and weaknesses.
4. prescribes appropriate drill and practice.

GUIDELINES TO COMPUTER-BASED INSTURCTIONS


SURVEY TEST & CRITERION-REFERENCE TEST
The main objective of these tests is to determine a student's level of knowledge or competenne. It is used to determine the areas that the student needs additional instruction.
DRILLS
The drills are a repeated presentation of practice problems. They are used as a reinforcement that tells the student whether he is right or wrong.
REVIEW DRILLS
Helps a student to review mastered skills.
CUMMULATIVE REVIEW
This review is given after all skills are successfully completed.
REFERRAL
The director of migrant education will implement the exemplary-typed program which is based on a pre-designed program. This program is an ongoing process to continually update the referral system by correlating it with the activities and teaching methods used in the program.
The computer specialist will survey and update new and innovating reference materials which are continuously modified and correlated with materials used in the program.
The referral portion is utilized by the teacher. The computer will be able to prescribe additional work on outside materials and where to find them.
INDEX CARDS
Index cards control the reference portion of the management system.
MEAC-Migrant Education Activity Center
MCRT-Migrant Criterion-Reference Test
TPAS-Tangipahoa Parish Adoption Series
MEAC
MCRT
TPAS

IMPLEMENTATION OF THE TANGIPAHOA PARISH MIGRANT EDUCATION PROGRAM

The basis for implementation will be the National Migrant Education Skills Code. The computer-based program and all of the material (activities, games, films, books, etc.) in the parish will be cross-referenced and correlated to this code. The Survey Test in the computer program and the Louisiana Migrant Education Criterion-Reference Test will be used as diagnostic tools.

NATIONAL MIGRANT EDUCATION SKILLS LIST

correlates with

- MIGRANT EDUCATION ACTIVITY CENTER
- LOUISIANA MIGRANT EDUCATION CRITERION-REFERENCE TEST
- TANGIPAHOA PARISH ADOPTION SERIES-READING & MATH

THE COMPUTER PROGRAM

The computer program is designed to pinpoint educational needs and to develop the curriculum and equipment to fill these needs. The computer program stride skills are correlated to the National Migrant Education Reading and Math skills.

Sample:

National Migrant Education Skills List		Computer Stride Skills
Math		
097	Terms and signs - addition	BA, WA
153	Computation involving no regrouping	
01	1 digit - 1 digit	BS01, BS02, WS01
02	2 digits - 1 digit	BS04, WS03
Reading		
	Consonants	
140	Beginning symbol-sound of a word	301, 303, 304, 401-403, 501, 502, 601
	Vowels	
240	Short	308, 406, 506, 604
400	Contractions	323, 419, 517, 614

MAKING ASSIGNMENTS

Assignments are made by the teachers after the students have been enrolled on the computer. After learning what skills a student is deficient in on the Criterion-Reference Test, a teacher will find the corresponding National Migrant Skills code number from the skills code sheet. This will refer him/her to the Dolphin computer code. The assignments are then made by punching in the code numbers of the skills to be worked by the students.

Assignments can be made with a survey or individual skills. A survey checks competency for each skill within a strand of skills. If a student answers incorrectly, the computer will provide practice- and referrals to outside materials if necessary -until the skill is mastered.

Assignment maintenance also gives one the capability of maintaining skill or survey assignments for a single student, a class, or a designated group within a class.

56

CLASSROOM REPORTING WITHIN THE MANAGEMENT SYSTEM

For each program there is a full array of written reports from which to choose to document growth and communicate progress. Some keep track of enrollment information and others monitor student progress. There are reports for diagnosing weaknesses and prescribing additional work.

After the reports are run, they are placed in the student's folder as a permanent record. While reducing paperwork load, these reports are also useful in keeping parents informed and involved in student progress.

Examples:

Work Report- tracks student progress by providing a skill-by-skill analysis of performance. It is useful for periodically evaluating student progress and it remains as a permanent record of achievement.

Survey Statistics Report- tells how the class has performed overall on the survey.

Assignment Status Report- indicates skills planned, mastered and bypassed. In addition to its value as a planning tool, this report is particularly helpful for parent-teacher conferences.

Skill List Report- prints the skill number, a description of the skill and the current referral to materials and activities to reinforce this skill.

Master List- lists in alphabetical order all of the students' biographical information. This report aids in administrative planning.

RESOURCE MATERIALS

The resource materials are designed for the teachers to help students master a particular skill. Referrals direct teachers to resource materials off the computer when a student scores below 75% on a post test in Reading and Language Arts or a drill in Math. Every skill listed on the Criterion-Reference Test will have its own color-coded index card. The referrals on the computer will refer the teacher to these index cards. Each card will contain all of the available resource materials for that particular skill.

INDEX CARD NO. (indicates math or reading)

SKILL CODE	SKILL DESCRIPTION
Activities:	Films:
Games:	Books:
Dolphin:	Cassettes:
Learning Kits:	Record Albums:

The computer provides one more learning path for the student. But it does not stop there. It is an ongoing process. The student folder follows the student back to the classroom and helps to continue his progress to master skills.

CAREER AWARENESS

A far-ranging curriculum for career awareness, leading into career exploration and pre-employment and vocational education, has been developed. It will concentrate initially on the junior high school level, an especially critical stage for migrant children approaching the legal age for dropping out of school. The career awareness coordinating staff has been actively promoting the project among migrant children who stand to benefit from it. Even high school age migrants, who will not be directly served via the instructional program, are being urged to participate in sessions of career counseling programs.

For the career awareness phase of the program, contacts have already been made to line up cooperation from area merchants, CETA, Employment Security, the Hammond Vocational School and other entities. Field trips to business and industrial sites have been planned.

In addition, senior citizens will be invited to contribute by offering classes in their respective vocations; such as, art lessons, secretarial skills, etc.

COMPUTER INSTRUCTION IN CAREER AWARENESS

Tangipahoa is one of three parishes participating in a demonstration program conducted by the State Department, but the only one in which the computer will be utilized within the migrant education program.

The main frame terminals, connected to the State Department of Education, will be used with secondary students in the area of career guidance. The parish's newly developed career awareness program will be incorporated into the system.

The terminal will be utilized to put students in line with a series of programmed instructions in career awareness and vocational orientation. This program is designed to be used as a resource, not as a self-contained teaching program. It is anticipated that it will effectively complement the career education curriculum developed by the Tangipahoa Parish Career Awareness Teachers.

CAREER AWARENESS TEST

Objective - Pre and Post test will compare individual knowledge of the world of work and work attitudes. Students are expected to gain a better understanding of the world of work.

S.A.I. - SELF-AWARENESS INVENTORY
PROJECT 143

Objective - Pre and Post test will compare individual positive attitudes on the S.A.I. test. Students are expected to gain a more positive attitude as indicated on the test.

METHODS OF INSTRUCTION

Career Awareness teachers will provide instruction to eligible migrant students to develop an understanding of work as a way of life, interwoven with their personal goals, ambitions, interests and abilities. This program will insure that the migrant students are provided with information pertaining to the following:

a. Types of jobs
b. Trends in employment
c. Techniques in securing employment
d. The meaning of individual scores on interest inventories
e. Types of training (on-the-job training coordinated with L.A.M.P. and CETA)
f. Education necessary to enter certain fields.

One of the most important functions of the career awareness program will be to help youth become acquainted with opportunities as they exist in the school, in the community, in institutions of higher learning, and in the world of work.

Instruction will be provided on an individual or a small group basis. Migrant students will be served within and/or outside the regular classroom.

Each teacher is required to keep lesson plans to document implementation of the Career Awareness guide.

LESSON PLAN

TANGIPAHOA PARISH MIGRANT EDUCATION

INDIVIDUALIZED EDUCATION PROGRAM

CAREER AWARENESS

Date From / / To / /

Student _____ Grade _____ Subject _____

School _____ Teacher _____

DATE INTRODUCED	ACTIVITY	OBJECTIVE The Student Will Be Able To...	DATE COMPLETED	COMMENTS

CAREER AWARENESS ACTIVITIES

Career Awareness activities have been correlated with Social Studies and Science.

Career Awareness activities have been correlated with Reading and Mathematics, on the elementary and junior high levels.

EVALUATION

Pre and post test of an appropriate career awareness test will be administered to participating students. Pre/post gains will be compared.

SUPPORT SERVICES

The essential element in the migrant education program is individualized instruction and tutoring in the basic skills, reading and math. Because migrant children have typically missed a lot of school during their families' moves, and because many of them suffer from economic deprivation, migrant children are usually below grade level and require special support services in the areas of health and nutrition.

Objective - To ensure that all migrant children have good health to enhance their educational potential as measured by better self-image and health habits.

EVALUATION

A chart will be utilized to summarize all health services which were documented. Information will be compiled in the annual evaluation.

METHODS OF SERVICE

The nurse will provide instructions in good hygiene, first aide, nutrition and function as a preventive health educator. The nurse will provide service as outlined in the State Health Service Handbook which will include some funds for health service.

SPECIAL METHOD OF SERVICE

An aerobic exercise program has been developed that lends to individuality and which is not competitive, but helps to develop increased flexibility, balance and coordination.

Along with improved physical ability - and accompanying self-confidence - it carries over and makes students more willing to participate in other sports and activities.

Aerobic exercise burns up calories, improves circulation, gives students more energy and requires the body to demand increased amounts of oxygen over an extended period of time. Increased oxygen to the brain makes students more alert, therefore increasing learning potential.

The emphasis on this exercise program is on continuous motion. During this program, the student's pulse rate is monitored closely; resting, during workout and after workout. The aerobic exercise is for healthy persons and each student will progress at his/her own rate. The exercises are done to music so students will not be easily bored with the program.

As an extension of this program, we will discuss the importance of exercise and fitness. These classes will include risk factors of heart disease, nutrition, smoking and healthful living tips.

Education is a continuous process that needs innovative ideas and methods of implementation with established ideas as a basis of support.

We strive to accomplish goals through improved methods to enhance learning for migrant students and motivate a feeling of self-responsibility for their own education.